

STRATEGIC SCHOOL PROFILE 2003-04

Milford School District
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

| | |
|-----------------------------------|--|
| County: New Haven | Public School Enrollment as a Percent of Town Population: 14.1% |
| 2000 Population: 52,305 | Public School Enrollment as % of Total Student Population: 85.6% |
| 1990-2000 Population Growth: 4.7% | Percent of Adults without a High School Diploma in 2000: 12.2% |
| 2000 Per Capita Income: \$28,882 | Adult Education Enrollment in 2002-03 School Year: 120 |
| Number of Public Schools: 15 | Number of Adults Receiving Diplomas in 2002-03 School Yr.: 22 |
| Number of Nonpublic Schools: 9 | |

Education Reference Group (ERG): F ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

| Current and Past District Need | Year | District | ERG | State |
|--|-------------|-----------------|------------|--------------|
| % of Students Eligible for Free/Reduced-Price Meals | 2003-04 | 13.5 | 20.9 | 26.6 |
| | 2002-03 | 13.4 | 19.5 | 25.4 |
| % of K-12 Students with Non-English Home Language | 2003-04 | 5.3 | 5.7 | 12.4 |
| | 1998-99 | 4.2 | 4.4 | 12.3 |
| % of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr. | 2003-04 | 92.0 | 89.0 | 88.9 |
| | 1998-99 | 91.2 | 88.0 | 86.0 |
| % of Kindergarten Students who Attended Preschool, Nursery School, or Headstart | 2003-04 | 86.0 | 73.4 | 76.4 |
| | 1998-99 | 81.9 | 68.4 | 72.0 |
| % of Juniors and Seniors Working More Than 16 Hours Per Week | 2003-04 | 28.9 | 28.5 | 23.0 |
| | 1998-99 | 37.3 | 34.6 | 31.3 |

STUDENT ENROLLMENT AND RACE/ETHNICITY

| Enrollment | |
|--------------------------------|-------|
| Grade Range | PK-12 |
| Total January Enrollment | 7,620 |
| 5-Year Oct. Enrollment Change | 3.8% |
| Projected Oct. 2008 Enrollment | |
| Elementary | 3,269 |
| Middle School | 1,870 |
| High School | 2,110 |
| Prekindergarten, Other | 185 |

| Race/Ethnicity (Jan.) | Number | Percent |
|------------------------------|---------------|----------------|
| American Indian | 13 | 0.2 |
| Asian American | 341 | 4.5 |
| Black | 245 | 3.2 |
| Hispanic | 331 | 4.3 |
| White | 6,654 | 87.3 |
| Other | 36 | 0.5 |
| Total Minority 2003-04 | 966 | 12.7 |
| Total Minority 1998-99 | 221 | 3.0 |

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The Milford Public Schools has promoted diversity programs that stress understanding of similarities and differences, anti-bullying activities, particularly the training of our staff in the Don't Laugh at Me" program, peer helpers, and advisor/advisee programs and has collaborated with outside agencies such as Bridges (formerly Milford Mental Health Clinic). Milford's Health, Fire and Police Departments to assess and address the needs of our youth. Our students participate in many forms of interdistrict programs, including magnet and charter schools, Regional Vocational Agricultural, Technical and Aquaculture Schools, the Educational Center for the Arts program in New Haven. Twenty-four (24) students from New Haven also attend Milford Schools through Project Choice up from nine (9) in 2000-2001.

This year's "Best of Class" vision ensures that there is an orderly, purposeful atmosphere free from the threat of physical, emotional, intellectual and psychological harm. The school and classroom atmosphere is pleasant and inviting, discipline is effective and students are accountable for good citizenship and the classroom/school is a safe and secure place to be. During the 2003-2004 school year two schools, one middle and the other elementary, will pilot the "Make Your Day" program which encourages students to be responsible for their actions and how they relate to others of diverse racial, ethnic and economic backgrounds.

Over the years the Milford Public Schools have worked to promote respect for others through community conversations and events. In 2001, Milford's Promise Respect Team, a community-based collaborative initiated by the Milford Public Schools, hosted it's first "Respect Star" celebration providing public awareness of individuals who have demonstrated respect in the community. This year over 150 adults and youngsters were honored.

The Milford Schools strive to ensure that all children with a wide range and diversity of needs are given the opportunity to learn in a safe environment.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



| | |
|-------------------------------|-------|
| # of Certified Staff | |
| Teachers | 582.8 |
| Administrators | 31.1 |
| Library/Media Staff | 14.0 |
| Other Professionals | 67.8 |
| % Minority 2003-04 | 1.7 |
| % Minority 1998-99 | 1.6 |
| # Non-Certified Instructional | 163.6 |

| Average Class Size | | District | ERG | State |
|--------------------|---------|----------|------|-------|
| Grade K | 2003-04 | 17.7 | 18.0 | 18.7 |
| | 1998-99 | 17.6 | 18.2 | 18.6 |
| Grade 2 | 2003-04 | 17.6 | 19.0 | 19.8 |
| | 1998-99 | 18.0 | 19.9 | 20.1 |
| Grade 5 | 2003-04 | 20.2 | 20.8 | 21.4 |
| | 1998-99 | 22.4 | 21.3 | 21.5 |
| Grade 7 | 2003-04 | 26.2 | 22.2 | 21.6 |
| | 1998-99 | 22.1 | 22.2 | 21.7 |
| High School | 2003-04 | 18.9 | 20.6 | 20.3 |
| | 1998-99 | 19.8 | 21.1 | 19.9 |

| Professional Staff Experience and Training | District | ERG | State |
|--|----------|------|-------|
| Average Number of Years Experience in Connecticut | 13.1 | 14.3 | 13.5 |
| % with Master's Degree or Above | 81.0 | 77.8 | 78.6 |
| % Trained as Mentors, Assessors, or Cooperating Teachers | 28.4 | 27.8 | 26.6 |

DISTRICT RESOURCES, continued

| Total Hours of Instruction Per Yr.* | Dist | ERG | State |
|--|-------------|------------|--------------|
| Elementary | 1,014 | 993 | 984 |
| Middle School | 1,039 | 1,038 | 1,014 |
| High School | 942 | 995 | 1,000 |

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

| Resource Ratios | District | ERG | State |
|--------------------------------|-----------------|------------|--------------|
| Students Per Academic Computer | 3.2 | 3.7 | 3.7 |
| Students Per Teacher | 13.0 | 14.0 | 13.8 |
| Teachers Per Administrator | 18.7 | 13.8 | 14.0 |

STUDENT PERFORMANCE

| Physical Fitness | District | ERG | State |
|-------------------------|-----------------|------------|--------------|
| % Passing All 4 Tests | 30.2 | 32.3 | 34.6 |

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Connecticut Mastery Test, 3rd Gen. % Meeting State Goal | District 2000-01 | District 2003-04 | ERG 2003-04 | State 2003-04 |
|---|-----------------------------|-----------------------------|------------------------|--------------------------|
| Grade 4 Reading | 67 | 62.0 | 54.1 | 54.3 |
| Writing | 72 | 70.8 | 66.3 | 65.8 |
| Mathematics | 74 | 62.8 | 57.6 | 57.6 |
| All Three Tests | 50.4 | 47.0 | 40.9 | 42.3 |
| Grade 6 Reading | 68 | 70.2 | 64.7 | 61.9 |
| Writing | 64 | 69.1 | 64.1 | 62.2 |
| Mathematics | 66 | 72.1 | 64.2 | 62.0 |
| All Three Tests | 46.7 | 54.7 | 47.0 | 46.4 |
| Grade 8 Reading | 70 | 75.2 | 67.4 | 66.7 |
| Writing | 63 | 69.8 | 61.1 | 61.8 |
| Mathematics | 64 | 62.4 | 55.0 | 56.3 |
| All Three Tests | 47.1 | 52.5 | 43.8 | 45.7 |
| Participation Rate | 97.3 | 98.1 | 98.0 | 97.4 |



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


| Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal | District 2000-01 | District 2003-04 | ERG 2003-04 | State 2003-04 |
|--|-----------------------------|-----------------------------|------------------------|--------------------------|
| Reading Across the Disciplines | 46 | 48.9 | 45.6 | 48.0 |
| Writing Across the Disciplines | 56 | 64.4 | 52.5 | 53.7 |
| Mathematics | 50 | 43.9 | 45.0 | 46.1 |
| Science | 47 | 50.8 | 46.8 | 47.4 |
| All Four Tests | 24.3 | 26.9 | 23.4 | 27.7 |
| Participation Rate | 92.3 | 98.6 | 98.0 | 96.9 |



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

| SAT[®] I: Reasoning Test | Class of 1998 | Class of 2003 | | |
|--|----------------------|----------------------|------------|--------------|
| | District | District | ERG | State |
| % of Graduates Tested | 82.3 | 81.5 | 75.7 | 76.2 |
| Mathematics: Average Score | 480 | 496 | 498 | 508 |
| Mathematics: % Scoring 600 or More | 16.1 | 18.4 | 18.7 | 23.8 |
| Verbal: Average Score | 489 | 504 | 498 | 504 |
| Verbal: % Scoring 600 or More | 14.8 | 18.4 | 16.2 | 21.1 |

| Dropout Rates | District | ERG | State |
|---|-----------------|------------|--------------|
| Cumulative Four-Year Rate for Class of 2003 | 6.5 | 8.4 | 9.5 |
| 2002-03 Annual Rate for Grades 9 through 12 | 2.5 | 2.0 | 2.1 |
| 1997-98 Annual Rate for Grades 9 through 12 | 1.8 | 3.5 | 3.5 |

| Activities of Graduates | Class of | # in District | District % | ERG % | State % | |
|---|---------------------------|---------------|------------|-------|---------|------|
|  | Pursuing Higher Education | 2003 | 366 | 79.6 | 79.7 | 80.3 |
| | | 1998 | 307 | 76.6 | 76.3 | 76.7 |
| | Employed or in Military | 2003 | 78 | 17.0 | 16.8 | 15.7 |
| | | 1998 | 72 | 17.9 | 19.3 | 17.8 |
| | Unemployed | 2003 | 1 | 0.2 | 1.1 | 1.1 |
| | | 1998 | 6 | 1.5 | 1.5 | 2.0 |

DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures All figures are unaudited. | Total (in 1000s) | Expenditures Per Pupil | | | |
|---|-----------------------------------|-------------------------------|----------------------------|----------------|-----------------|
| | | District | PK-12 Districts | ERG | State |
| Instructional Staff and Services | \$49,520 | \$6,639 | \$6,046 | \$5,801 | \$6,036 |
| Instructional Supplies and Equipment | \$2,809 | \$377 | \$249 | \$243 | \$252 |
| Improvement of Instruction and Educational Media Services | \$1,867 | \$250 | \$386 | \$298 | \$376 |
| Student Support Services | \$2,439 | \$327 | \$583 | \$552 | \$580 |
| Administration and Support Services | \$6,666 | \$894 | \$1,051 | \$998 | \$1,061 |
| Plant Operation and Maintenance | \$8,194 | \$1,099 | \$998 | \$940 | \$992 |
| Transportation | \$2,452 | \$304 | \$468 | \$423 | \$470 |
| Costs for Students Tuitioned Out | \$1,905 | N/A | N/A | N/A | N/A |
| Other | \$1,046 | \$140 | \$120 | \$124 | \$117 |
| Total | \$76,899 | \$10,211 | \$10,129 | \$9,566 | \$10,096 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$3,609 | \$484 | \$1,132 | \$626 | \$1,177 |
| Adult Education | \$122 | \$1,018 | N/A | \$968 | \$996 |

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

| District Expenditures | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|------------------------------|----------------------|----------------------|------------------------|----------------------------|
| With School Construction | 81.6 | 15.9 | 2.3 | 0.2 |
| Without School Construction | 83.4 | 13.9 | 2.4 | 0.2 |

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

| Expenditures by Grade Level | District | | ERG | | State | |
|------------------------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Per Pupil | % Change | Per Pupil | % Change | Per Pupil | % Change |
| Elementary and Middle | | | | | | |
| Total | \$8,298 | 8.2 | \$7,812 | 5.3 | \$8,306 | 3.6 |
| Salaries and Benefits | \$6,872 | 8.2 | \$6,578 | 6.8 | \$6,848 | 3.9 |
| Supplies | \$362 | 8.7 | \$418 | 3.0 | \$431 | 1.4 |
| Equipment | \$121 | 4.3 | \$101 | -21.1 | \$125 | -3.8 |
| High School | | | | | | |
| Total | \$10,003 | 1.7 | \$8,642 | -0.9 | \$9,192 | 3.3 |
| Salaries and Benefits | \$7,908 | 0.0 | \$7,026 | -0.1 | \$7,406 | 3.7 |
| Supplies | \$537 | 7.4 | \$507 | 1.2 | \$504 | 1.8 |
| Equipment | \$203 | 1.5 | \$145 | -24.9 | \$153 | -11.6 |

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Every year during the process of developing the annual budget, each school receives a per pupil allocation for supplies, books, software, media materials and other instructional items. The total amount of money which each school receives is derived by multiplying the per pupil allocation times the number of students enrolled in the school. The number is adjusted after the official October 1st enrollment numbers are calculated. Principals are also given the opportunity to provide their rationale for expenditures, and they can make allocations within their per pupil accounts at their discretion.

During the budget process, principals also identify equipment and building project needs, and prioritize them based upon criteria, which includes health, safety and educational issues. These needs are then placed in a priority order district wide with attention given to assuring that every school receives an equitable allocation of building projects and equipment during each fiscal year and from one year to the next.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

In 2004-2005 Milford grade 4, 6 and 8 students continue to perform above the ERG (Educational Research Group) and state averages in the CMT and CAPT. In reading 62% of 4th grade students scored at levels 4 and 5 (goal and advanced level) vs. 55% at the ERG and 54% at the state. In 6th grade, 70% scored at levels 4 and 5 vs. 65% at ERG and 62% at the state. Grade 8 students scored at 75% at level 4 and 5 vs. 67% at ERG and 67% at the state.

In mathematics 62% of grade 4 students scored at levels 4 or 5 vs. 58% at ERG and state. Grade 6 students scored at 71% vs. 64% in the ERG and 62% at the state. In grade 8, 62% scored at level 4 or 5 vs. 55% in ERG and 56% at the state.

In writing 71% of grade 4 students scored at goal levels 4 and 5 vs. 66% at ERG and state. 69% of grade 6 students scored at goal or above vs. 64% at the ERG and 63% at the state. 70% of grade 8 students scored at goal or above vs. 61% in the ERG and 62% at the state.

The percentage of students at or above goal on CAPT has shown an increase in mathematics, reading and writing. Mathematics increased 1.5%, reading 6.2% and writing 3.9%. SAT results for the 2004 graduating class have made steady progress. Average verbal SAT scores increased 6 points in the 5 year trend as compared to a 2 point growth at the state and national levels for the same 5 year period. The performance of students in the top 10% of the high school class continues to out-perform similar groups nationally.

Recognizing the importance and the need for ongoing improvement in reading and mathematics the district has constructed assessments in critical stance and integrated math applications for grades 3-8. Teachers will use the results of these periodic evaluations to focus instruction and improve student learning. A grades 2-10 program, Reading for Success, uses the principles of small group instruction, frequent evaluation and program adjustment, regular daily sequential instruction and emphasis on independent reading and strategy instruction.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.milforded.org/